CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

FACULTY SENATE EXECUTIVE COMMITTEE

A G E N D A

Tuesday, April 30, 2019
2:00-3:50PM
AD-145

1. Approval of EC Minutes for April 16, 2019, ECM 2019.04.16 (attachment)
2. Approval of FS Minutes for April 23, 2019, FSM 2019.04.09 (attachment)
3. Appointments (attachment)
4. FAM 652.1 – Early Tenure/Promotion (Revisions) Senator Chen
5. Online Discussion Location
6. FAM 818.9 – Class Attendance Policy (Discussion) Senator Fischman
7. President's Update
8. Provost's Update
9. Chair's Update
10. FAC Report
11. EPRC Report

Time Certain – 3:30PM

12. Approval of FS Agenda for May 7, 2019 – FSA 2019.05.07 (attached)
13. Statewide Academic Report
14. New Business

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

FACULTY SENATE EXECUTIVE COMMITTEE

M I N U T E S

Tuesday, April 16, 2019
2:00-3:50PM
AD-145

Members Present: Karen Kolehmainen, Lasisi Ajayi, Rong Chen, Donna Garcia, Davida Fischman, Haakon Brown, Jill Vasillakos-Long, Jodie Ullman

Suggested that the minutes be sent to the Secretary of the Senate before the scheduled meeting to be reviewed in advance.

1. **Approval of EC Minutes for April 2, 2019 (ECM 2019.04.02)**
   - The EC Minutes for April 2, 2019 were approved by the Executive Committee.

2. **Approval of Faculty Senate Minutes for April 9, 2019 (FSM 2019.04.09)**
   - The Faculty Senate Minutes for April 9, 2019 will be revised by Senator Kolehmainen and Sylvia and will be sent to the EC by email for approval.
   - Suggested to have a "template" with suggested wording going forward

3. **Appointments**
   - The FS Executive Committee made the following appointment:
     - Shared Governance Steering Committee – 2 positions (tenured, tenure-track) Beth Steffel and Karen Kolehmainen

4. **Retirement Resolutions**
   - Additional retirements were assigned writers
   - It was suggested we ensure the correct names are on the Retirement Resolutions

Suggestions:
   - Give more time certains and advise presenters of time, including discussion
   - We should include on the next EC Agenda to provide an online discussion arena

5. **FAM 652.2 – Evaluation of Lecturers – Senator Chen**
   - Emphasize the evaluation of lecturers to be on quality of instruction or other assigned duties.
   - Should allow lecturers who have done work beyond their regular duties to allow that information to be included in their evaluation.

6. **FAM 652.1 – Early Tenure/Promotion - Senator Chen**
   - This will be on the FS Agenda as a first reading on April 23, 2019

7. **Faculty Professional Development Coordinating Committee**
   - Allen Menton will present at the Faculty Senate Meeting on April 23, 2019 to change the status of this committee to a Standing Committee.
   - We will give him a time certain.

8. **President's Update – No report**

9. **Provost's Update – No report**

10. **Chair's Update – No report**

10. **FAC Report (see Items 5 & 6)**

11. **EPRC Report**
    - FAM 818.9 Class Attendance Policy – Chair suggested some changes resulting from comments at the Senate Meeting. EPRC will review and bring revised FAM to next Senate meeting.

12. **Approval of FS Agenda for April 23, 2019 (FSA 2019.04.23)**
    - The FS Agenda for April 23, 2019 was approved as amended by the Executive Committee.
    - Part of the Senate packet will include the GE Resolution we passed before
    - Thomas Provenzano and Janelle Gilbert should be warned that we are including the resolution in the FS Agenda packet along with the GE Items, and they should be there to answer questions.

Senator Vassilakos-Long moved and Senator Chen seconded to strike the entire GE package from the Agenda until we get the appropriate verification. **Motion did not pass.**

Meeting adjourned.

College of Business & Public Administration

***Diversity Committee – 1 position (2019-2021, tenured, tenure-track*) Jonathan Anderson**

I am currently the JHBC representative to the University Diversity Committee and my term expires this year. I would like to renew that representation.

Thank you,

Jonathan

College of Natural Sciences/Coaches

Honorary Degree Committee – 1 position (2019-2021, tenured, tenure-track)
Dorothy Chen

Honorary Degree Committee: I have served on this committee and being a member of CSUSB Philanthropic Board member, I am familiar with the donors and alumni who will represent CSUSB well as a recipient of honorary degree.

Zhaojing Chen

Student Research Competition – Undergraduate – 1 position (tenure, tenure-track)

I would like to be considered to serve on the Honorary Degree Committee representing College of Natural Sciences. I am interested in evaluating candidates of the honorary degree and support the nominations to move forward. Let me know if you need anything from me.

Thanks,
Zhaojing

At Large

Athletics Advisory - 1 position (2019-2022, tenured, tenure-track)
Richard Addante

I am a tenure-track professor in Psychology Department, and I'd like to volunteer for consideration on the following campus-wide committees (special interests or qualifications are noted for each to assist the Executive Committee in their review process):

Interests stem from two decades of commitment to serving student athletes succeed on college campuses. Qualifications include having been an NCAA student-athlete from 2000-2004, an NCAA coach from 2005-2006, and a long history of working together collaboratively with athletic organizations such as the Olympic training center.

***Children's Center Advisory Committee – 1 position (2019-2021, tenured, tenure-track)* Yunfei Hou,**

I am interested in serving on the Children's Center Advisory Committee. As a faculty in computer science, I'd be happy to explore how technology can help with the Children Center's operation and to better serve our students. Additionally, I am familiar with both the Children's Center and Lab School, since both of my children are attending them.
Thanks,
Yunfei

Yunfei Hou, Ph

Amy Van Schagen (current)

I am currently a part of the Children's Center Advisory Committee and would like to considered to continue that position if possible. I am an assistant professor, tenure track, in the Psychology Department. My research expertise and teaching are in early childhood education. I have also done consulting for the Children's Center on room arrangement and conducted trainings on Anti-bias education for young children. In addition, I was an early childhood teacher in a lab school for 4 years prior to getting my graduate degrees which gives me first had experience working in a center similar to the Children's Center. Being on this committee aligns with my professional interests and qualifications.

Kind Regards,
Amy

Energy Roadmap Working Group - 1 position (2019-2021, tenured, tenure-track)
Kenneth Shultz

Kenneth Shultz

Two things. First, I noticed there is a vacant at-large position on the Energy Roadmap Working Group for 2018-2021. I would be interested in applying for that.

***Commercialization/Copyright/Fair Use Committee – 1 position (2019-2021, tenured, tenure-track*)Codi Lazar**

I'm interested serving on the Commercialization/Copyright/Fair Use Committee. Although I'm an Assistant Professor in Geology, I have a fair amount of practical experience in copyrights, trademarks, and intellectual property, and in the commercial use thereof. My wife and I have a successful toy-making business that has had to solve many IP issues over the last 14 years, and have been on both sides of IP disputes. Also given my role in the business, I have lots of experience in branding, marketing, PR, commercialization of intellectual property, etc. Again, not something expected of a natural sciences professor but I'm sure I could bring a lot to the table for this committee.

Best,
Codi Lazar
Assistant Professor
Department of Geological Sciences

***Teaching Academy – 4 positions (2019-2021, tenured, tenure-track)* Richard Addante**

Teaching Academy. Interests stem from having an inherent interest in teaching and supporting success of both students and teachers on campus.

***Campus Accessibility Advisory Board – 2 positions (2019-2021, tenured, tenure-track)* Jessica Luck**

My term as a faculty representative on the Campus Accessibility Advisory Board expires at the end of this year. I'd like to volunteer to do it again. I do a lot of academic research and teaching in disability studies, and it's been helpful to me to connect with other members of the campus community interested/invested in these issues. Let me know if you need anything else.

All best,
Jessica Luck

Instructionally Related Programs Board – 1 position (2019-2021, tenured, tenure-track) **Dorothy Chen**

Instructionally related Activities/program: I served on this committee until last year when I did not realize that my term was up and missed the opportunity to serve on this important committee that allows faculty to work with students to prioritize the use of the funds from student fees. I attended all the committee meetings, retreats, and activities while I was on the board and would like to continue to represent the faculty in allocation of funds, especially when the amounts available are becoming so limited and increased number of applications for the funds. I can be fair in making recommendations and I work with students on the committee and allowing them to voice their opinions.

Palm Desert Campus Planning & Operations Council – 1 position (2019-2021, tenured, tenure- track)

Dorothy Chen

Palm Desert Campus Planning and Operations Council: This committee did not meet this academic year and since I teach at PDC, I feel that I can represent faculty in this council due to my past experience and knowledge about the PDC.

Richard Addante

I am a tenure-track professor in Psychology Department, and I'd like to volunteer for consideration on the following campus-wide committees (special interests or qualifications are noted for each to assist the Executive Committee in their review process):

Interests stem from a forward-looking view on the future of CSUSB as a relatively young faculty, I see great promise for Palm Desert Campus and would like to support its continual growth. I have current grants (VETI) pending in which I have proposed bringing technology to Palm Desert Campus to enhance the educational offerings and scientific opportunities of students there, and I think this committee could be a good way to serve the campus' future growth opportunities.

University Enterprises Corporation Board of Directors (Philanthropic) – 1 position (2019-2022, tenured, tenure- track)

Dorothy Chen

I am a major donor to the University Advancement and would like to continue to serve on this committee to be involved with the Board. I am also being appointed for the Government Relations committee of the Board this Spring and would like to continue to serve as a Board member to serve on the GR committee. My involvement and historical knowledge of the Board keeps the board accountable for its activities since members and staff in the Advancement Division are all new and it is good to be reminded of the existence of policies and guidelines.

Thank you for the consideration

Richard Addante

University Enterprises Corporation Board of Directors. **Interests stem from having worked with the UEC for several years in different capacities as a funded researcher. I see its value and impact on campus, and if there is a need for faculty to serve in this capacity I could be well suited by virtue of having had this experience conducting research and interacting with the UEC.**

Explanations for FAM 652.1 Revision for Early Tenure/Promotion

ECA 2019.04.30

The FAC has revised FAM 652.1 (formally and still listed as 652.4) provisions on early tenure/promotion. FAM 652.1 being intimidatingly long (as is seen in the ECA packet), I am providing explanations for the EC below.

1. Early tenure and early promotion to Associate: Not until after four years of service. This means that application and evaluation take place in the fifth year. The language reflecting this is found on Pages 15-17 of the attached version of 652.1.

2. Promotion to Full: Clarify that regular promotion takes effect in the sixth year after promotion to Associate. This means that application and evaluation take place in the fifth year. No early promotion is left unspecified. See Page 17.

3. Service credit: "For probationary faculty with accomplishments achieved before joining CSUSB and granted service credit for these accomplishments, the documentation for these accomplishments shall be included. They will be given equal weight during evaluation as those achieved at CSUSB, but, viewed as a whole, shall not be the majority of evidence for the granting of tenure or promotion to the Rank of Associate Professor."

   "For probationary faculty with accomplishments achieved before joining CSUSB but not granted service credit for these accomplishments, they may opt to document these accomplishments. If documented, these accomplishments shall be carefully considered. Evaluators shall decide how much weight—if at all—these accomplishments should be given in their RPT recommendations." See Page 6.

I will bring hardcopies of these relevant pages to the meeting.

Ron

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Academic Affairs
Faculty Senate

~~PROCEDURES AND CRITERIA FOR PERFORMANCE REVIEW AND PERIODIC~~ EVALUATION OF TENURE-LINE FACULTY

~~VOLUME I: INSTRUCTIONAL FACULTY~~
FAM 652.1~~4~~
~~(Formerly FAM 300)~~

CHAPTER 1

PROCEDURES FOR PERFORMANCE REVIEW AND PERIODIC EVALUATION

I. PREAMBLE

The purpose of evaluation is to develop and maintain high quality faculty who are intellectually and professionally active and who communicate effectively with students. The goal of evaluation is to ensure the protection of faculty, student, and institutional interests.

Peer judgment is vital to any evaluation process designed to maintain high academic standards. Peer evaluation occurs at the Department/School, College, and the University level. In addition, evaluation includes administrative review. Student opinion of faculty teaching is required for assessment of teaching effectiveness. Accordingly, the following sources of information are to be used in the process of evaluation:

A. Faculty Activities Report (FAR),

B. Student Opinion of Teaching Effectiveness (SOTE) and Faculty Senate approved alternative student evaluation

instruments, and

C. Classroom Visitation Reports.

The evaluation process is *designed to evaluate teaching effectiveness, to assess faculty performance, and* to provide constructive guidance to the faculty member in achieving intellectual growth and professional development.

Procedures contained in this document are in accordance with the Collective Bargaining Agreement (CBA). The CBA uses the term "Faculty Unit Employees" to refer to all persons in Bargaining Unit 3. In this Volume, the term "faculty" shall refer to all faculty unit employees who are instructional faculty. Faculty in the “Faculty Early Retirement Program” (FERP) are not eligible to serve on University and College evaluation committees. Faculty in the “Faculty Early Retirement Program” (FERP) may serve on Departmental evaluation committees when specific conditions are met (refer to FAM 651.7. In any case where disagreement occurs between this Volume and the CBA, the CBA shall prevail.

In this Volume, the term, “department” shall also refer to schools where applicable.

II. EVALUATION

A. TYPES OF EVALUATION

There are two types of evaluation. First is performance review, which is applicable to all probationary faculty members for purposes of determining retention, tenure, and/or promotion. Performance review is also applicable to all tenured faculty requesting consideration for promotion.

The second type of evaluation is periodic evaluation, which is applicable to all faculty members not subject to performance review.

B. GENERAL PROVISIONS OF EVALUATION

Several general provisions apply to both performance review and periodic evaluation.

1. Only tenured faculty members and academic administrators may engage in deliberations and make recommendations regarding the

evaluation of other faculty members. Evaluation criteria and procedures shall be available to faculty members before the evaluation process begins. No changes in such criteria or procedures may be made during the evaluation process.

2. At all levels of review, before recommendations are forwarded to the next evaluation level, faculty members shall be given a copy of each recommendation stating in writing the reasons for the recommendation. Faculty members have the right to respond or submit a rebuttal within ten days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File (WPAF), and shall also be sent to any previous levels of review. Upon request, the faculty member may be provided an opportunity to discuss the recommendation with the recommending party. This provision shall not require that evaluation time lines be altered.

3. Personnel recommendations or decisions relating to retention, tenure, promotion, termination, or any other personnel action shall be based primarily on material contained in the Personnel Action File (PAF). If a personnel recommendation or decision is based on reasons not contained in the Personnel Action File, the party making the recommendation or decision shall commit those reasons to writing, and this signed statement shall be placed in the Personnel Action File and a copy provided to the faculty member.

4. In cases of promotion, evaluation committee members must have a higher rank than those being considered for promotion.

5. Recommendations shall be confidential, except that the affected faculty member, the designated administrators, the President, and the peer review committee members shall have access to written recommendations.

6. Timetables for performance review and periodic evaluation are prepared at the beginning of each academic year by the Associate Provost for Academic Personnel and submitted to the Faculty Senate for approval.

C. EVALUATION COMMITTEES: Composition and Functions

1. Department Evaluation Committees

a. Composition: A Department Evaluation Committee shall be composed of three tenured elected faculty, two of whom must be at the rank of Professor, and the third shall be a Professor or an Associate Professor who is not presently being considered for promotion. The Department Chair may not serve on this committee. The committee shall elect a chair who shall hold the rank of Professor. Annually, the members of the department shall nominate and elect committee members from within the department or from related academic disciplines (refer to FAM 651.7. A member of a Department Evaluation Committee cannot serve concurrently as a member of a College Evaluation Committee or the University Evaluation

Committee, but may serve concurrently on other Department Evaluation Committees.

b. Functions: This committee shall conduct performance reviews at the departmental level as well as periodic evaluations for first, third, and fifth year probationary faculty, full- and part-time temporary faculty, and tenured faculty who have not been considered for promotion during the past five years.

~~2. Department Part-Time Temporary Evaluation Committee~~

~~A department may form a Department Part-Time Evaluation Committee, the sole purpose of which shall be the periodic review and evaluation of part-time temporary faculty. The Department Chair may not serve on this committee, but will prepare a joint evaluation with the committee. The decision on whether to form such a committee shall be made annually by a vote of the tenure track faculty of the department. This committee will be composed of at least three, but no more than five tenured, elected faculty from within the department.~~

~~5.~~2. College Evaluation Committees

a. Composition: A College Evaluation Committee shall be composed of four tenured full-time senior faculty members. At least three shall hold the rank of Professor, and one may be an Associate Professor who is not presently being considered for

promotion. The committee shall elect a chair who shall hold the rank of Professor. Department Chairs or Associate Deans may not serve on this committee. Members shall be elected to staggered two year terms by the faculty of the college. In the case of college committees, no more than one member may come from a single department, unless the college has fewer than four departments, in which event, no more than two members may come from a single department. A member of a College Evaluation Committee cannot serve concurrently as a member of a Department Evaluation Committee or the University Evaluation Committee.

b. Functions: This committee shall conduct performance review at the college level.

~~6.~~3. University Evaluation Committee

a. Composition: The University Evaluation Committee shall be composed of one tenured Professor elected from each College by the tenure-track faculty of the College; one tenured Librarian elected by the tenure-track librarians; and one tenured SSP, AR elected by the tenure-track SSP, ARs. Department Chairs or Associate/Assistant Deans may not serve on this committee. Library Evaluators may serve on this committee but must withdraw whenever a librarian they have evaluated is to be evaluated. Members shall serve two-year staggered terms. The Committee shall elect a Chair. A member of this committee cannot serve concurrently as a member of any evaluation committee at a lower level.

b. Functions: This committee shall conduct a performance review for faculty members at the University level in cases where recommendations from the Department, Department Chair, College, and Dean are not unanimous, as well as in cases involving non-retention, denial of tenure, or denial of promotion. This committee shall also serve as the higher level peer review committee for librarians and SSP, ARs. In addition, the committee shall rank faculty in promotion cases, basing their rankings primarily on previous recommendations and rankings. This Committee shall also conduct performance reviews in any case at the request of the President or designee.

D. INSTRUMENTS OF EVALUATION

1. Faculty Activities Reports (FARs)

FARs shall be submitted by all faculty members subject to performance review and by probationary ~~and full-time temporary faculty members~~ subject to periodic evaluation. These shall cover all three areas of evaluation: teaching, research, scholarly or creative contributions, and University and/or community service.

The Faculty Activities Report should cover the following periods of time:

a. For all probationary faculty being considered for retention or tenure, the FAR should be cumulative since appointment.

b. For faculty applying for promotion, the FAR should be cumulative since the last promotion or since initial appointment, whichever is most recent. (NOTE: The FAR should include activities since the FAR submission date for the last successful promotion.)

c. For all others (e.g., tenured faculty subject to periodic evaluation ~~and full-time temporary faculty~~), the FAR should be cumulative since the submission of the most recent FAR.

2. Supporting Documentation

The faculty member will provide a brief narrative explaining the significance of the faculty member's work and contributions in each area of the FAR: teaching; research, scholarly, and creative activities; and service. Supporting documentation for activities must be attached to this report (for example, course descriptions, reprints of publications, appropriate evidence regarding speeches, consultations, performances, exhibitions, work in progress, etc.) as follows:

a. For probationary faculty being considered for retention, all supporting documentation since the last performance review.

b. For probationary faculty being considered for tenure and/or promotion, all supporting documentation since appointment.

c. For tenured faculty applying for promotion, all supporting documentation since the last promotion or since initial appointment, whichever is most recent.

d. For all others (e.g., tenured faculty subject to periodic evaluation ~~and full-time temporary faculty~~), all supporting documentation since the last FAR was submitted.

e. For probationary faculty with accomplishments achieved before joining CSUSB and granted service credit for these accomplishments, the documentation for these accomplishments shall be included. They will be given equal weight during evaluation as those achieved at CSUSB, but, viewed as a whole, shall not be the majority of evidence for the granting of tenure or promotion to the Rank of Associate Professor.

~~d.~~f. For probationary faculty with accomplishments achieved before joining CSUSB but not granted service credit for these accomplishments, they may opt to document these accomplishments. If documented, these accomplishments shall be carefully considered. Evaluators shall decide how much weight—if at all—these accomplishments should be given in their RPT recommendations.

~~Faculty members may include professional activities carried out prior to appointment. Pre-employment dates of such activities should be noted.The entire professional experience of the faculty member should be examined and considered, but primary consideration shall be given to the professional accomplishments during the appropriate time period as indicated above.~~

All FARs must be accompanied by an Index of Attachments.

When a faculty member reports collaborative research, scholarly or creative contributions activities or accomplishments, a Joint Activities Report form should be submitted with the FAR for each joint activity.

3. Classroom Visitation Reports

Classroom Visitations shall be conducted for all probationary faculty members, tenured faculty members requesting consideration for promotion, ~~full-time temporary faculty members, and part-time temporary faculty members~~and lecturers. Classroom visitations shall be conducted when requested by tenured faculty. The following guidelines must be met:

a. Classroom visitations shall be performed at least once each academic year during the probationary period. Over a period of time, visits should be scheduled in as many different courses as possible and by a variety of visitors. At the request of the faculty member, or the Department Evaluation Committee and the Department Chair jointly, or the College Evaluation Committee and the College Dean jointly, additional visitations may take place.

~~Full-time temporary faculty members shall be visited at least once during every periodic evaluation review cycle. Part-time, temporary faculty members shall be visited the first time they teach a course. Subsequent visitations for temporary faculty may be scheduled whenever appropriate as determined by the Department Evaluation Committee or at the request of the temporary faculty member.~~

~~c.~~b. For probationary and tenured faculty, the course visitors and the course to be visited shall be selected jointly by the College Evaluation Committee and the College Dean, in consultation with the Department Chair, no later than during the third week of classes. The Department Chair shall in turn consult with the faculty member to be visited for concurrence before the formal assignment of visitors. For ~~temporary faculty~~lecturers, course visitors and the course to be visited shall be selected jointly by the Department Evaluation committee and the Department Chair.

All faculty members shall be informed in writing of planned visits. Notification shall take place not less than three days before the visitors have been notified of their assignments. All classroom visitation assignments should be completed by the end of the fifth week of classes.

~~d.~~c. Course visits for faculty in their first two probationary years shall be conducted by two tenured colleagues, of a rank equal to or higher than that of the faculty member to be visited. Where possible, at least one of the visiting colleagues should be from the discipline of the faculty member being visited. Normally both visitors shall visit the same course on the same date.

Course visits for all other probationary faculty and for tenured faculty applying for promotion shall be conducted by one tenured colleague, of a rank equal to or higher than that of the faculty

member to be visited. Where possible, the visiting colleague should be from the discipline of the faculty member being visited. An additional visitor may be requested by the faculty member to be visited.

In the case of ~~temporary faculty~~lecturers, one faculty member of the same or higher rank shall be assigned to visit.

There shall be mutual agreement between the visitor and the visitee regarding dates for classroom visits.

~~e.~~d. Classroom visitation forms will be sent by the College Dean's office to the visitors and the person to be visited prior to the pre-visit conference. Prior to the visit, a pre-visit discussion shall take place between the visitor(s) and the person visited. This discussion shall concern matters such as the course objectives, content and organization, approaches and methods used, and the relevance of the class to be visited to the overall course plan. The visiting colleague(s) shall arrange all meetings. The colleague to be visited shall furnish copies of syllabi, exams, and other materials to each visitor.

For online or hybrid courses, there shall be a mutual agreement between the visitor and the visitee regarding the nature of the classroom visit: student privacy issues if the visitee is to have access to student graded work (i.e. will the visitor have student or instructor-level access to the course website?); the time period for electronic access; and the methods for delivery of the online class materials including, but not limited to, discussion boards, chat room logs, online lecture notes and exams (e.g., electronic access or printed copy). An acceptable classroom visit could include, for example, a log of an online chat discussion plus the corresponding classroom materials to support the visitation (as in traditional classroom visits). In the case of a hybrid course, the visitor and the visitee should determine the most appropriate venue (i.e., online or in class) for the visitation.

~~f.~~e. No later than two weeks after the visit, each visiting colleague shall complete the Classroom Visitation Report form and present it to the faculty member visited. At this time a post-visit discussion shall take place concerning the contents of the report and suggestions for improvement. This stage of the evaluation process is intended

to help the faculty member in the development of teaching capabilities and to enable him or her to benefit from the experience of colleagues.

~~g.~~f. The faculty member visited and the visiting colleague shall sign the Classroom Visitation Report. The original report for full-time faculty is transmitted by each visiting colleague with all materials to the College Dean's office, which in turn shall forward it to the Academic Personnel Office (APO) for inclusion in the PAF. The faculty member visited shall be given a copy of the report by the visitor.

For part-time faculty, the classroom visitation report remains in the College Dean's office or the department office for inclusion in the PAF.

All classroom visitation reports are due in the college office by the date grades are due for that term.

~~h.~~g. The faculty member visited may submit to the College office a written statement of response or rebuttal to be attached to the report(s). This response or rebuttal shall be submitted within seven days following the post-visit.

~~i.~~h. The Classroom Visitation Report is not a recommendation regarding retention, promotion, or tenure decisions.

4. Student Opinion of Teaching Effectiveness (SOTE) and

Alternative Evaluation Instruments.

a. Written or electronic student evaluation shall be required for all classes that faculty teach, with the following exceptions:

i. Classes with enrollments of fewer than five students;
ii. Field experiences, thesis research, distance learning through interactive televised video, independent project/study, recitations, and internships; and
iii. Team-taught classes.

b. Faculty members teaching classes in which SOTEs are not administered are encouraged to use alternative evaluation instruments.

c. The following guidelines should be met for all SOTEs:

i. Faculty Senate authorized forms shall be used.
ii. The person teaching the course shall not be present when student

evaluation is conducted.
iii. As soon as practicable after the end of the quarter in which the student evaluation is administered, faculty shall receive a summary of results as well as the original paper forms. Tenured and tenure-track faculty members should retain the original forms at least until they receive their next performance review or, in the case of faculty members at the rank of Professor, their next periodic evaluation. Lecturers should retain the original forms at least until they receive their next periodic evaluation.
iv. All SOTEs (and their results) will be stored in electronic format. The following provisions shall govern whether, when, and for how long a particular SOTE (and its result) is incorporated by extension into the Personal Action File (PAF):

A. Probationary Faculty (Untenured Tenure-Track Faculty)

1. A SOTE administered in a class taught by a first-year probationary faculty member during the faculty member's first quarter of teaching at the University as a probationary faculty member shall be excluded from the faculty member's PAF unless the faculty member requests that it be included.

2. All other SOTEs administered in classes taught by a probationary faculty member (regardless of rank) shall be included by extension into the faculty member's PAF.

B. Tenured Faculty

1. Tenured Assistant and Associate Professors may exclude up to twenty percent (20%) of the classes SOTEd per academic year after having received tenured status. No SOTE administered in a class that has received a class visitation may be excluded.

2. Tenured Professors may exclude up to thirty percent (30%) of the courses SOTEd per academic year after having been promoted to the rank of Professor.

3. In cases where student evaluations are not to be included in the WPAF, classes chosen to be included in the WPAF shall be representative of the faculty member's teaching assignment, and shall be jointly determined in consultation between the faculty member being evaluated and his/her department chair. In the event of disagreement, each party shall select 50% of the courses to be included in the WPAF. In cases where this consultation or selection process results in student evaluations not being included in the WPAF, the department chair and the faculty member being

evaluated shall sign a statement indicating which evaluations shall not be included in the WPAF.

4. At the time of submitting a Faculty Activities Report, either for Periodic Evaluation or Performance Review, a faculty member shall provide Academic Personnel the statement described immediately foregoing subsection (3). Neither that statement nor the SOTEs specified for exclusion therein shall be included in the WPAF. All other SOTEs administered during the period under review and held administratively shall be included by extension into the faculty member's PAF.

~~Temporary Faculty~~

~~0. Temporary faculty members must have all their classes SOTEd and all SOTEs will be included in the WPAF except for those with a three-year contract appointment. Those with a three-year contract may exclude up to 20% of the courses SOTEd in a given academic year.~~

~~0. In cases where student evaluations are not to be included in the WPAF, classes chosen to be included in the WPAF shall be representative of the faculty member's teaching assignment, and shall be jointly determined in consultation between the faculty member being evaluated and his/her department chair. In the event of disagreement, each party shall select 50% of the courses to be included in the WPAF. In cases where this consultation or selection process results in student evaluations not being included in the WPAF, the department chair and the faculty member being evaluated shall sign a statement indicating which evaluations shall not be included in the WPAF.~~

~~0. Any direction that a SOTE be excluded from the PAF of a temporary faculty member shall be made in writing and delivered to the Office of the Department or School that offered the SOTEd class no later than April 30th following the administration of the SOTE.~~

~~0. All SOTEs not excluded by the foregoing provisions shall be incorporated by extension in the temporary faculty member's PAF.~~

d. Alternative Student Evaluation Instruments.

Based on college or departmental guidelines, additional evaluation instruments such as student evaluations of supervision effectiveness

(SESEs) may be used as supplements or alternatives to SOTEs.

E. FILES

1. The Personnel Action File (PAF)

a. A PAF shall be maintained for each faculty member. PAFs for tenured professors are kept at the college office. ~~PAFs for part-time temporary faculty are kept at the college or department office. PAFs for all other faculty are kept at the APO.~~

b. A faculty member shall have the right to submit additional materials to his/her PAF and shall have the right to submit a written rebuttal to any material in his/her file. Only material identified by source may be placed in the PAF. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. The faculty member shall be provided with a copy of any material to be placed in the PAF at least five days prior to the placement.

c. A faculty member shall have the right of access to all material in his/her PAF, exclusive of pre-employment materials, except when the pre-employment materials are used in personnel actions.

d. The PAF may be inspected by the faculty member upon request to the appropriate office. A copy of all materials requested shall be provided within fourteen days of the request. If the faculty member believes that any portion of the file is not accurate, a correction or deletion of those materials may be requested. If the request is denied, the faculty member shall have seven days to submit the request to the President or designee. Within twenty-one days of the request to the President or designee, the President or designee shall provide to the faculty member a written response. If the President or designee grants the request, the record shall be corrected or the deletions made, and the faculty member shall be sent a written statement to that effect. If the President or designee denies the request, the response shall include the reason(s) for denial.

e. The PAF shall be held in confidence. Access to a faculty member's file shall be limited to persons with official business. The appropriate office shall log all instances of access to a PAF. This

record shall be a part of the file.

2. Working Personnel Action File (WPAF)

a. The WPAF refers to the portion of the Personnel Action File used during the time of performance review or periodic evaluation of a faculty member. The WPAF shall include, where required, the following:

1. A FAR (and the Index of Attachments to the FAR) reflecting the cumulative record in all areas of evaluation;

2. Classroom Visitation Reports;

3. Student Opinion of Teaching Effectiveness (SOTEs) or alternative student evaluation instruments (summary reports and completed forms);

4. Responses and rebuttals;

5. Faculty authored reports from sabbatical leaves, difference-in-pay leaves, mini-grants, and other internal CSUSB grants;

6. All other evaluation materials appropriately included in the PAF;

7. All current and previous summary statements and recommendations resulting from the evaluation process.

b. Materials submitted to the WPAF by a faculty member for evaluation purposes shall be deemed incorporated by reference in the PAF, but need not be physically placed in the file. An index of such materials shall be prepared by the faculty member and submitted with the materials. Such an index shall be permanently placed in the PAF.

c. The original SOTE forms will be stored in electronic format and incorporated by extension into the PAF. The actual SOTE forms will be returned to the faculty member for their keeping. Tenured and tenure-track faculty members should retain the original forms at least until they receive their next performance review or, in the case of faculty members at the rank of Professor, their next periodic evaluation. ~~Temporary faculty should retain the original forms at least until they receive their next periodic evaluation.~~

F. RECOMMENDATIONS

Recommendations shall be made following a thorough review of the WPAF relative to each applicable criterion. All participants who make recommendations shall, in addition, ensure that criteria are applied equally for each faculty member evaluated. If there are omissions of documentation, information or recommendations in the materials submitted for review, the materials may be returned for amplification. Any such amplification shall be provided in a timely manner.

G. DECISION

The President or designee shall receive the WPAF, review its contents and recommendations, and reach a decision. The President's or designee's decision shall be communicated in writing to the faculty member and shall state the reasons for the decision.

III. PERFORMANCE REVIEW

A. DEFINITIONS

1. Performance Review

Performance review is the process whereby decisions concerning retention, promotion, and tenure are made. Performance reviews are based upon information obtained from students, peers, and administrators in the manner described in this document. Upon completion of deliberations at each level of performance review, a copy of the recommendation shall be forwarded to the faculty member, who may respond in writing within ten days after receipt of the recommendation and/or request a meeting with the recommending party.

2. Probation

The ~~normal~~ period of probation shall be six years of ~~credited service or~~ full-time ~~probationary~~ service, which is normally the time of service at CSUSB since initial appointment. However, the probationary period may include credited service for experience prior to appointment . ~~A year of service for a faculty member in an academic year position is three consecutive quarters of employment within an academic year. Any deviation from the normal six year probationary period shall be the decision of the President or designee, following consideration of~~

~~recommendations from the Department Evaluation Committee, the Department Chair (if applicable), the College Evaluation Committee, the College Dean, and the University Evaluation Committee, if applicable.~~

A probationary faculty member in the second year of service shall be notified by the President or designee of a final decision on retention no later than February 15. A probationary faculty member who has served more than two years of probation shall be notified by the President or designee of a final decision on retention ~~or a terminal year appointment~~ no later than June 1.

~~4.~~3. Tenure

Tenure is faculty's~~the~~ right of ~~a faculty member to continue~~ permanent employment ~~at the campus~~in the university ~~except when such employment is voluntarily terminated, or terminated by the employer pursuant to the provisions of a collective bargaining agreement or law. The President or designee may award tenure to a faculty member after a~~ Tenure is normally granted after a six-year probationary period by President or designee and shall be ~~. Upon application by a candidate and consideration of positive recommendations from evaluation committees, Department Chairs, and/or College Dean, the President or designee may award tenure before the end of the six-year probationary period. Tenure~~

~~shall be~~ effective at the beginning of the seventh ~~academic~~ year ~~succeeding the year in which tenure is awarded~~.

Tenure may be granted earlier but not until after four years of service, including applicable service credit. As such, early tenure application and evaluation shall take place in the fifth year. The process and criteria for early tenure are the same as those for regular tenure.

~~7.~~4. Promotion

Promotion is the advancement to a higher rank. There are two types of promotions: to the rank of Associate Professor and to the rank of Full Professor. These two promotions are sequential: one cannot be promoted to Full from the rank of Assistant. ~~of a probationary or tenured faculty member. A probationary faculty member shall not normally be promoted during probation. A probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure. Probationary faculty members shall not be promoted beyond the~~

~~rank of Associate Professor~~.

a. Application for promotion to Associate normally coincides with the application for tenure, i.e., in the six year of the probationary period. Promotion to Associate may be granted earlier but not until after four years of service, including applicable service credit. As such, early promotion application and evaluation shall take place in the fifth year. The process and criteria for early promotion to Associate are the same as those for regular promotion.

b. Promotion to the rank of Full Professor normally takes place after four years of service since promotion to Associate. As such, application and evaluation take place in the fifth year.

~~. Upon application by the candidate and following consideration of positive recommendations from evaluation committees, the Department Chair, and/or College Dean, probationary faculty members may be promoted to the rank of Associate Professor. Promotion of a tenured faculty member shall normally be considered during his/her fifth year of service in the same rank. Upon application, and following consideration of positive recommendations from evaluation committees, Department Chairs, and/or College Dean, a tenured faculty member may be promoted to the rank of associate professor or professor prior to the fifth year of service in the same rank.~~

The President or designee shall notify the faculty member in writing of the final decision on promotion no later than June 15. Such notification shall include the reasons for approval or denial and shall indicate the effective date of the promotion.

B. PARTICIPANTS IN PERFORMANCE REVIEW

1. Faculty members. Performance review applies to all second, fourth and sixth year probationary faculty members, tenured faculty members applying for promotion, and probationary faculty members applying for early tenure and/or early promotion. Third and fifth year probationary faculty members may also be subject to performance review upon notification by the President or designee.

2. Department Chairs/Directors

3. Department Evaluation Committees

4. College Evaluation Committees

5. College Deans

6. University Evaluation Committee

7. President or designee

C. PROCEDURES FOR PERFORMANCE REVIEW

The performance review process is composed of a number of steps involving the accumulation of materials to be evaluated and the determination of recommendations at various levels of peer and administrative review.

1. Procedures governing performance review for faculty

a. Faculty members complete FAR forms and submit these to the Academic Personnel Office (APO).

Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials he/she wishes to be considered and for the submission of such materials as may be accessible to him/her. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation not provided by the employee.

A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy, at which time the WPAF is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material after the date of this declaration must have the approval of the Department Evaluation Committee and shall be limited to items that became accessible after this declaration. Material inserted in this fashion shall be returned to the initial evaluation committee for review, evaluation, and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the WPAF shall be returned to the level at which the requisite documentation shall have been provided. Such materials shall be provided in a timely manner.

b. The APO assembles the WPAFs and submits these to the Department Evaluation Committees and Department Chairs for concurrent and independent review and recommendations. In the

event a department chair withdraws voluntarily or is asked by the College Dean to withdraw from the evaluation process due to conflict of interest, the faculty member involved may choose to select the names of three department chairs within the college and submit these names to the College Dean. The College Dean shall select one of the nominated department chairs to prepare a substitute chair recommendation. This same procedure shall be followed in the case when a department chair is ineligible or unavailable to make a recommendation.

c. College Evaluation Committees and College Deans concurrently review WPAFs and prepare recommendations. In the event a College Dean withdraws voluntarily or is asked to withdraw from the evaluation process by the Provost due to conflict of interest, the faculty member involved may choose to select the names of two College Deans and submit these names to the Provost. The Provost shall select one of the nominated College Deans to prepare a substitute dean's recommendation.

d. If recommendations from the Department Evaluation Committees, Department Chairs, College Evaluation Committees, and the College Deans are unanimous, and do not involve non-retention or denial of tenure or promotion, the WPAFs are submitted directly to the President or designee for a decision. The President or designee may request a recommendation from the University Evaluation Committee in other cases as needed.

For all those cases involving disagreements between the recommending parties or for non-retention or denial of tenure or promotion, the WPAFs are submitted to the University Evaluation Committee for review and recommendation.

e. When making recommendations for retention, a Department Chair, College Dean, or an Evaluation Committee may recommend a performance review be required in the third or fifth probationary year. Such recommendations shall be placed in the “Additional Comments” section of the performance review.

The APO submits the WPAFs to the President or designee for decision. In addition to decisions regarding retention, promotion, or tenure, the President or designee may notify probationary faculty members that performance review is required in the third or fifth

probationary year, following the same timeline as performance reviews for fourth year probationary faculty. In such cases, the classroom visitation schedule followed will be the same as for fourth year probationary faculty.

IV. PERIODIC EVALUATION

A. DEFINITIONS

1. Periodic Evaluation

Periodic evaluation is the process whereby faculty members who are not subject to performance review are evaluated. Those subject to periodic evaluation include ~~temporary part-time and temporary full-time faculty, and~~ first, third, and fifth year probationary faculty~~,~~ and tenured faculty. ~~Third and fifth year faculty applying for early tenure and/or early promotion will be subject to performance review, and therefore periodic evaluation will not be necessary.~~ Faculty applying for early tenure or promotion in a period evaluation year shall go through a performance review instead of p~~P~~eriodic evaluation. ~~will also not be necessary for third and fifth year faculty members subject to performance review as a result of notification by the President or designee.~~

~~4.~~2. Purpose of Periodic Evaluation

The purpose of periodic evaluation for faculty is to evaluate teaching and, where applicable, research, scholarly or creative contributions and University and/or community service. Where necessary, steps may be recommended to improve performance.

~~5.~~3. Result of Periodic Evaluation

The result of periodic evaluation is to be a summary statement on the strengths and weaknesses of the faculty member in the areas of teaching, research, scholarly or creative contributions and University and/or community service. This statement may include recommendations for improvement. Upon completion, each summary statement is placed in the PAF and a copy is provided to the faculty member.

~~The results of periodic evaluation shall be given careful consideration whenever a subsequent appointment for temporary faculty is~~

~~considered.~~

~~C.~~B. PROCEDURES FOR PERIODIC EVALUATION

~~1. Temporary Full-Time Faculty~~

~~. Temporary full-time faculty submits FARs to the APO.~~

~~. The APO assembles the WPAF.~~

~~. The Department Evaluation Committee and Department Chair shall review the WPAF and jointly prepare summary statements of evaluation and submit these to the APO. In the case of temporary full-time faculty not assigned to a department, the College Evaluation Committee and the College Dean shall jointly prepare summary statements.~~

~~8. Temporary Part-Time Faculty~~

~~. The College Dean's office assembles WPAFs consisting of Classroom Visitation Reports, SOTEs, and any other appropriate evaluation materials.~~

~~. The College Dean's office submits the WPAFs to the Department Chairs and Department Evaluation Committees, or Department Part-Time Evaluation Committees, for joint review.~~

~~. Department Chairs and Department Evaluation Committees, or Department Part-Time Evaluation Committees, jointly prepare summary evaluations and submit these to the appropriate College Dean's office.~~

~~15. Schedule for Periodic Evaluations of Temporary Part-time and Full-time Faculty~~

~~Temporary part-time faculty members appointed for two quarters or less, within an academic year, shall be evaluated at the discretion of the department chair or appropriate administrator. The temporary part-time faculty member can request that an evaluation be performed.~~

~~Temporary faculty members appointed for 3 or more quarters, within an academic year, shall receive a periodic evaluation by the end of the spring quarter.~~

~~Temporary faculty members with a 3-year appointment shall have a~~

~~periodic evaluation in the third year of the appointment; such faculty members may be evaluated more frequently upon the request of the temporary faculty member or the President, or designee.~~

~~20.~~1. First, Third, and Fifth Year Probationary Faculty

a. First, third, and fifth year probationary faculty complete FARs and submit these to the APO.

b. The APO assembles the WPAF.

c. The Department Evaluation Committees and Department Chairs jointly prepare summary statements of their evaluations and submit these to the APO.

~~20. Tenured Faculty~~

~~See Chapter 4, Section II~~

CHAPTER 2

CRITERIA FOR PERFORMANCE REVIEW

I. PREAMBLE

One of the hallmarks of university excellence is the sound academic balance of its instructional faculty. This balance results from a blend of excellent teaching, active and substantive research, scholarly or creative contributions and professional service to the University and/or community. These criteria shall be applied to all persons seeking retention, tenure, and/or promotion as members of the tenure track faculty and to all faculty subject to periodic evaluation.

II. AREAS OF EVALUATION

A. TEACHING

The primary function of the California State University is the provision of rigorous, high-quality instruction. Evidence of teaching effectiveness is crucial to the overall evaluation process, with the recognition that teaching is a partnership between faculty and students.

Teaching effectiveness shall be evaluated by the quality of performance of the faculty member in varied aspects of instruction. These may include, but are not limited to, classroom instruction; studio instruction; laboratory instruction; supervision of individual projects; and supervision of fieldwork.

Those persons involved in the evaluation process shall recognize the existence of differences in teaching styles and student assessment standards.

While no single style or manner of teaching can be established as best for all instructors or for all students, faculty members are expected to work effectively with students individually and in groups. Evaluation of teaching shall be based upon the particular methods used by the instructor, and whether or not they are likely to produce the desired results.

Primary sources for evidence concerning the quality of instruction shall be faculty activities reports, classroom visitation reports, with appended materials gathered during the pre- and post-visit conferences; SOTEs; alternative teaching evaluation instruments; and syllabi and major assessment instruments for each new or revised course taught by the faculty member. The faculty member may include a teaching portfolio. Items appended to classroom visitations or included from other courses may include (but are not limited to) course syllabi, lab schedules, examinations and quizzes, hand-out materials, and other appropriately demonstrative materials.

Evaluation committees, Department Chairs (if applicable), and the appropriate College Dean shall consider all materials related to teaching, determine the appropriateness and quality of teaching, and evaluate the faculty member's teaching relative to academic rank.

Quality of instruction shall be evaluated in the following areas:

1. Command of Subject Matter

   Credentials presented by a faculty member upon appointment attest to the faculty member's initial command of the subject matter. However, because refinement and change are inherent in any area of knowledge, faculty members must possess current knowledge within their area(s) of expertise.

2. Course Design/Preparation, Instructional Material, and Organization

   Faculty members must design or prepare and develop a course that (a) is aligned with course goals, description, and mode of instruction (eg: lab, lecture, seminar); (b) is organized to include learning activities and strategies that will achieve course goals and enhance student learning; (c) reflects a reasonable allocation of time and resources; and d) has the appropriate use of instructional materials, including technology. A course syllabus will be designed and developed for each course. At the beginning of each course, faculty members should make clear to students the objectives, requirements, student assessment standards and methods, and plan for that course.

3. Effectiveness in Instruction

It is vital that faculty regularly review and modify course content to meet changing curricular needs. Instructional effectiveness requires that faculty members modify and incorporate course content to

reflect relevance, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline. The course content is to be communicated and delivered using suitable instructional modes and teaching techniques/strategies for the type and size of class being taught.

In addition, effective teaching requires that content, organization, and delivery are suitable for both the overall course and the individual class sessions.

Successful experimentation with, and/or teaching research on, innovative teaching strategies and methods shall also be viewed as effective teaching.

4. Academic Assessment of Students

Fair and thorough assessment of student achievement is an important aspect of effective instruction. Assessment methods need to be consistent with program goals and course objectives. Methods of assessment vary markedly, but may include examinations, homework, term papers, laboratory reports, completed special assignments, seminar presentations, and other means appropriate to the type of class or instructional mode involved.

Faculty members should make clear to students what methods will be used to assess student work, and should apply standards appropriate to the level of the course and sufficient to make meaningful distinctions among different levels of student achievement. A faculty member's methods of assessing student achievement shall be documented by exemplary copies of items used, as appended to the classroom visitation report or the FAR. As part of a teaching portfolio, faculty members may also include examples of assessed student work.

B. RESEARCH, SCHOLARLY OR CREATIVE CONTRIBUTIONS

A certain level of research, scholarly or creative activities and growth supports

the primary mission of the University.

Evaluation committees and others involved in performance review recognize that no single method exists whereby faculty may demonstrate research, scholarly or

creative contributions. Distinct areas of academic expertise have diverse methods of demonstrating research, scholarly or creative contributions. Even within the same department, differences among research, investigative work, or creative activity exist.

1. It shall be the sole responsibility of the faculty member to provide documented evidence of research, scholarly or creative contributions referenced in the FAR. Examples of items which may be used are books and articles, or evidence indicating their acceptance for publication, proposals, contracts, grants or programs; letters of invitation or appointment; reviews of creative activity written by professionally recognized persons; and other appropriate professionally generated materials pertinent to this area of evaluation. This evidence shall be submitted as part of the FAR.

2. The faculty member may consult with the Department Chair to ascertain that the FAR contains a thorough description of the faculty member's professional activities and reflects a true picture of research, scholarly or creative contributions.

3. A request for an external review of professional activities materials submitted by a faculty member may be initiated at any level of review by any party to the review. Such a request shall document (1) the special circumstances which necessitate an outside reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President or designee, with the concurrence of the faculty member.

   When the request to submit materials to an external review has been approved, the faculty member shall be asked to provide to the Office of Academic Personnel a list of names from which one or more evaluators may be chosen. Department Chairs, Evaluation Committees, and/or College Deans shall consider this list and, if appropriate, provide additional names to it. Academic Personnel will coordinate the selection of one or more suitable evaluators solely from this list and in agreement with the faculty member involved.

The following guidelines shall apply in selecting evaluators:

a. Evaluators shall not be the primary dissertation advisor of the candidate or the chair of the candidate's dissertation committee.

b. Evaluators shall not be a collaborator or a co-author of any publication or research effort of the candidate.

c. Evaluators shall not be personal friends of the candidate.

d. To the greatest extent possible, senior and established scholars should be chosen for such evaluations.

A copy of the external evaluation shall be included in the WPAF and shall be considered an intrinsic part of the evaluation process.

4. The Department Evaluation Committee and the Department Chair must evaluate each item in the area of research, service or creative contributions. They must also address the significance of the contribution and the quality of the form in which it is presented, i.e., a publication, a paper or presentation, a work in progress, etc. In addition, if the contribution consists of professional activity such as a consultantship, participation in a professional organization, or grant and award, the committee and chair must assess its significance and clarify the relevance of the format. Although it is the sole responsibility of the faculty member to provide documentation, if the Department Evaluation Committee or the Department Chair finds any deficiencies in the faculty member's documentation of research, scholarly or creative contributions, the committee or chair may request clarification, expansion, or additional information from the faculty member through the Office of Academic Personnel before preparing an evaluation. If the Department Evaluation Committee or the Department Chair has difficulty commenting on any items in the report, the committee or chair shall request clarification, expansion, or additional information from the faculty member through the Office of Academic Personnel before preparing an evaluation. In the event a faculty member fails to provide requested information or documentation, the Department Evaluation Committee or the Department Chair shall so indicate in their evaluation.

5. Evaluation Committees, Department Chairs, and the appropriate College Dean shall consider all materials submitted by the faculty member to determine the appropriateness and quality of research, scholarly or

creative activities in light of established criteria and evaluate the faculty member's research, scholarly or creative contributions relative to academic rank.

6. The following list of research, scholarly or creative contributions should be regarded as exemplary in nature and is not meant to be limiting, definitive, or prescriptive in its order. Work professionally evaluated by peers in the field is generally more significant. Some parts of this list are more appropriate to specific academic areas than others. The individual contribution to collaborative activities must be clearly stated on a Joint Activity Report form.

   a. Receipt of a fellowship, grant, contract, award, prize, or other indication of professional recognition.

   b. Active participation in seminars, conferences, meetings, or other activity leading to research, scholarly or creative contributions.

   c. Continuing education, retraining, and the development of new skills relevant to one's current or potential assignment. Evidence of these activities may be taking of courses, earning advanced degrees, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.

   d. Presentations at professional meetings dealing with research, investigative activity, or creative activity.

   e. Publications, such as books or texts (whole or part thereof), journal, periodical, or any other type of academically specialized form such as music, script, software, etc. Professionally recognized or refereed publications are generally more significant.

   f. Creative activity culminating in a public display or performance such as might occur in music, art, drama, poetry reading, etc.

   g. Active leadership and/or service in recognized professional societies. (This activity may also be relevant to University Service.)

   h. Consultantships, whether paid or unpaid, of a professional nature.

   i. Editing, reviewing, indexing, abstracting, or performing other editorial work for professional or scholarly publications.

   j. Any other items of specific professional activity, such as work in progress, research related to instruction, research on how students learn and apply

knowledge over an extended period of time, etc.

C. UNIVERSITY AND/OR COMMUNITY SERVICE

In addition to demonstrated teaching effectiveness and continued research, scholarly or creative activity, faculty members must also participate in professionally related service to the University and/or community.

1. Scope of University and/or Community Service

Faculty are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional governance, evaluating the teaching of their colleagues, advising students, sponsoring student organizations, etc.

Community service related to the mission of the University brings recognition not only to the University but to the faculty as well. Service should be consistent with the teaching abilities, expertise, and leadership qualities of the faculty member, and should foster an intellectual relationship with the off-campus community. The term "community" may refer to local, regional, state, national, or international entities.

Service to the University and/or the community shall be demonstrated by documented evidence submitted with the FAR. The following list provides examples of items that may be used. This list provides examples only and must not be construed as limiting, definitive, or prescriptive in its order.

a. University Service

- Active participation in service to and/or governance of programs, departments, colleges, the campus, and/or the University System. If a faculty member is given reassigned time to perform such service or governance, this shall not be considered in evaluating the quality of such work. However, having received reassigned time may be considered when evaluating the quantity of such work.
- Attendance and active participation at program, department, and college meetings.
- Active participation on committees at all levels of the University and the University System, with emphasis on the departmental and the college levels while at the Assistant Professor rank.
- Participation in educational equity programs and activities.
- Authorship of documents, reports, or other materials pertinent to the University's mission or operation.

- Advisor or sponsor to student groups on campus.
- Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.
- Active participation in program, Department, College, Campus and/or University-wide Advisory Groups.
- Completion of classroom visitation reports.
- Academic and/or career advisement of students.

b. Community Service

1. Service at local, state, federal, or international government levels.

2. Consultantships to community service groups.

3. Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.

4. Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the University community.

5. Judge at science fairs, art shows, music contests, etc.

6. Active participation and/or office holding in civic, educational, service, or humanitarian groups.

7. Participation in community partnership activities which enhance social, economic, and cultural conditions.

c. Other items related to University and/or community service.

2. Evaluation of University and/or Community Service

a. The faculty member shall describe and provide documentation for University and/or community service. Evidence may include, but shall not be limited to, letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items. This evidence shall be attached to the FAR.

b. The evaluation committees as well as Department Chairs and the appropriate Dean shall evaluate the nature of the service to the University and/or community. They shall also determine if it is appropriate to the faculty member's rank.

III. EVALUATION RATING SYSTEM

All Evaluation Committees, (Departmental, College and University), Deans and Department Chairs/School Directors are required to use the standards for evaluation set by Departments. If Department Standards are not available for a category then University Standards for that category are to be used to evaluate a faculty member.

A. Evaluation Scale

The Department, College and University Evaluation Committees, as well as, the College Dean and Department Chair/School Director shall apply the established criteria to the performance of a faculty member relative to that faculty member's academic rank. Evaluation of a faculty member applies only to the rank at the time of the evaluation. Therefore, a rating of Above Expectation for Retention at the Rank of Assistant Professor at the Second Year does not imply that this Candidate is ready for Promotion or Tenure. It means that for a Second Year Assistant Professor the candidate is Above Expectations only.

Above Expectations: This rating reflects performance above the established criteria for the rank at the time of the current evaluation.

Meets Expectations: This rating reflects performance within the range of the established criteria for the rank at the time of the current evaluation.

Below Expectations: This rating reflects performance below the established range of criteria for the rank at the time of the current evaluation.

Well Below Expectation: This rating reflects performance well below the range of established criteria for the rank at the time of the current evaluation.

B. Outcomes of Evaluation

1. Second Year Retention Review
    a. If faculty member is evaluated in two categories at least Meets Expectations and the third category is evaluated at no lower than Below Expectations then the faculty member will be recommended for Retention at the Rank of Assistant Professor at the Second Year.

b. If a faculty member is evaluated at Below Expectations for Retention at the Rank of Assistant Professor in the Second Year review in two categories and is evaluated at least Meets Expectations in the third category for Retention at the Rank of Assistant Professor at the Second Year review, the faculty member will be recommended for Retention. In this case the Retention will include recommendations from the President or his designee for successful future reviews.

c. In the case where a faculty member is evaluated to be Well Below Expectations for Retention at the Rank of Assistant Professor at the Second Year review in any of the three categories or is evaluated to be Below Expectations or Well Below Expectation in all three categories at the Rank of Assistant Professor at the Second Year review, the faculty member will not be recommended for Retention.

2. Fourth Year Retention Review
   a. If a faculty member is evaluated at Meets Expectations or Above Expectations for an Assistant Professor at the Fourth Year review in all of the three categories evaluated the faculty member will be recommended for retention at the fourth year.

   b. If a faculty member is evaluated as Below Expectations for Retention at the Rank of Assistant Professor at the Fourth Year Review in any of the three categories and evaluated at a minimum rating of Meets Expectations at the Rank of Assistant Professor at the Fourth Year Review for the other two categories, the faculty member will be recommended for Retention. In this case the Retention will include recommendations from the President or his designee for successful future reviews.

   c. In the case where a faculty member is evaluated as Well Below Expectations for Retention for at the Rank of Assistant Professor in the Fourth Year Review in any one category, or is evaluated as Below Expectations in two or more categories, the faculty member will not be recommended for Retention.

3. Tenure
   a. To be recommended for Tenure the faculty member must be evaluated as Above Expectations or Meets Expectations in each of the three categories for Tenure at the current rank at the time of this evaluation.

b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Tenure at the current rank at the time of this evaluation in any of the three categories, the faculty member will not be recommended for Tenure.

4. Promotion to the Rank of Associate Professor

a. To be recommended for Promotion to the Rank of Associate Professor, the faculty member must be evaluated as Above Expectations for one of the categories and as Meets Expectations or Above Expectations for the other two categories at the current rank.

b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Promotion to the Rank of Associate Professor in any of the three categories, the faculty member will not be recommended for Promotion to the Rank of Associate Professor.

5. Promotion to Professor

a. To be recommended for Promotion to Professor a faculty member must be evaluated as Above Expectations for one of the categories and as Meets Expectation or Above Expectations for the other two categories at the current rank.

b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Promotion to the Rank of Professor in any of the three categories, the faculty member will not be recommended for Promotion to Professor.

IV. APPLICATION OF CRITERIA AND RATING SYSTEM

A. GENERAL PROVISIONS

1. Faculty members who request early promotion are evaluated by the same standards according to rank as faculty considered at the end of the normal probationary period.

2. Faculty members who request early tenure shall be considered to be at the end of the normal probationary period and be evaluated the same as any faculty requesting tenure or promotion. In addition, faculty members requesting early tenure shall have demonstrated an outstanding and

sustained record of involvement and achievement~~, on this campusor -~~

elsewhere, indicative of a commitment to continued professional performance in teaching, research, scholarly or creative contributions, and service to the University.

3. A faculty member applying for Early Tenure must receive ratings of Meets Expectations or Above Expectations in each of the categories to be recommended for Early Tenure. A faculty member applying for Early Promotion must receive ratings of Above Expectations in at least one category and Meets Expectations or Above Expectations in the final two categories to be recommended for Early Promotion.

4. In progressing through the levels of Assistant Professor, Associate Professor, and Professor, an increasingly rigorous application of the criteria shall be applied.

B. MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF TEACHING

1. Meets Expectations in the Area of Teaching

a. At the rank of Assistant Professor

During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Assistant Professor must demonstrate command of the subject matter. Strong indications of developing abilities must also be demonstrated in the other teaching criteria.

During subsequent years, competence in all teaching criteria must be evident.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor must demonstrate proficiency in each of the four teaching criteria.

c. At the rank of Professor

The MEETS EXPECTATIONS faculty member at the rank of Professor must demonstrate proficiency in each of the four teaching criteria and ~~also demonstrate~~ a sustained record of involvement and achievement indicative of a commitment ~~to~~and ability to ~~-~~continue~~d~~ at

that level. ~~professional performance in teaching.~~

2. Above Expectations in the Area of Teaching

To be considered ABOVE EXPECTATIONS in the area of teaching, the faculty member must meet the requirements set forth above for MEETS EXPECTATIONS appropriate to rank. In addition to this, the faculty member must meet at least one of the following additional criteria:

a. A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs (or alternative student evaluation instruments), the Faculty Activities Report, or additional appropriate documentation related to teaching.

b. A record of distinction for some aspect of teaching at or beyond the University.

C. MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF RESEARCH, SCHOLARLY OR CREATIVE CONTRIBUTIONS

Qualitative and quantitative standards should be used to Research, Scholarly or Creative Contributions

1. Meets Expectations in the Area of Research, Scholarly or Creative Contributions

a. At the rank of Assistant Professor

During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Assistant Professor must demonstrate involvement in research, scholarly or creative activities. In subsequent years, continued active involvement in and successful completion of some professionally evaluated activities should be evident. (See Chapter 2, Section II.B.6 for examples of professional activities.)

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor must demonstrate a record of active involvement in and successful accomplishment of research, scholarly or creative activities. Successful accomplishment at this level normally requires

Some continued successful completion of professionally evaluated activities. (See Chapter 2, Section II.B.6 for examples of professional activities.)

c. At the rank of Professor

The MEETS EXPECTATIONS faculty member at the rank of Professor must demonstrate a record of successful accomplishment and recognition in research, scholarly or creative activities. (See Chapter 2, Section II.B.6 for examples of professional activities.)

2. Above Expectations in the Area of Research, Scholarly or Creative Contributions.

To be considered ABOVE EXPECTATIONS in the area of research, scholarly or creative contributions, the faculty member must, as a minimum, have met the requirement set forth above for meets expectations appropriate to rank. In addition to this, the faculty member must also have attained recognition beyond the University in research, scholarly activity, and/or creative activity.

D. MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF UNIVERSITY AND/OR COMMUNITY SERVICE

1. MEETS EXPECTATIONS in the Area Service

a. At the rank of Assistant Professor

The MEETS EXPECTATIONS faculty member should demonstrate a developing level of participation particularly at the departmental and college levels within the area of service. (See Chapter 2, Section II.C.1. for examples of service activities.) For the purpose of awarding tenure, the MEETS EXPECTATIONS faculty member must demonstrate significant participation in the area of service.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at this rank must demonstrate significant participation in the area of service. (See Chapter 2, Section II.C.1. for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the

third probationary year.

c. At the rank of Professor

In addition to significant participation in service activities, the MEETS EXPECTATIONS faculty member is expected to provide effective leadership in some of these activities and demonstrate a sustained commitment to these leadership roles. (See Chapter 2, Section II.C.1. for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

2. Above Expectations in the Area of Service

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality.

To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

CHAPTER 3

CRITERIA FOR PERIODIC EVALUATION OF NON-TENURED FACULTY

. TEMPORARY FULL-TIME FACULTY

Temporary full-time faculty shall be evaluated according to their assignment, which is normally only in the area of teaching. Duties other than teaching shall be documented by the college dean or department chair either quarterly or annually, as appropriate, via a memo to be placed in the WPAF with the duties clearly identified. The applicable criteria are the same as for faculty subject to performance review. For temporary full-time faculty who will be evaluated in research, scholarly or creative contributions and/or service to the university and/or community, evaluation committees and Department Chairs shall, jointly, apply the established criteria in a manner which reflects the scope of the duties specified in the temporary full-time faculty member's WPAF, and reflects the appropriate proportion among the areas being evaluated. In all cases, temporary full-time faculty will be expected to perform activities equivalent to 45 WTUs per academic year.

When a temporary full-time faculty member is assigned to a college instead of a department, the periodic evaluation shall be performed jointly by the college evaluation committee and college dean.

. TEMPORARY PART-TIME FACULTY

Temporary part-time faculty shall normally be evaluated only in the area of teaching. If assigned duties other than teaching, the activity shall be documented by the college dean or department chair either quarterly or annually, as appropriate, via a memo to be placed in the WPAF by the second week of the term with the duties clearly identified. These duties will be evaluated as part of the review. The applicable criteria in evaluating this area are the same as for faculty subject to performance review.

When a temporary part-time faculty member is assigned to a college instead of a department, the periodic evaluation shall be performed jointly by the College Evaluation Committee and College Dean.

CHAPTER 43

PERIODIC EVALUATION OF TENURED FACULTY

I. PURPOSE:

The purpose of periodic evaluation of tenured faculty is to assure continuing quality education within the University. The program is designed to maintain excellence in teaching, research, scholarly or creative contributions, and service to the University and community. This process is intended to be both positive and supportive.

II. PROCEDURE:

A. Tenured faculty members shall be subject to periodic evaluation at intervals of not more than five (5) years. Such periodic evaluations shall be conducted jointly by the Department/School Evaluation Committee (DEC) and the Department Chair/Director. For those with teaching responsibilities, considerations shall include student opinions of teaching effectiveness.

B. Participants in the Faculty Early Retirement Program (FERP) may serve on DEC in the evaluation of a tenured faculty member. However, faculty committees established for this purpose may not be composed solely of faculty participating in the FERP.

C. Participants in the FERP shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. .

D. Whenever more than 25% of tenured faculty members in a department are scheduled for periodic evaluation, the Department Chair/Director may determine by a random method a one-year postponement of sufficient reviews to reduce the number to less than 25%. Any random process used to identify the postponement of a faculty members review shall be supervised by the chair of the DEC.

Also subject to periodic evaluation are tenured faculty whose previous evaluations resulted in a decision to review prior to the normal five (5) year period.

E. During the Fall Quarter of the evaluation year, those tenured faculty

subject to periodic evaluation shall submit a FAR to their college office. The report shall be cumulative over the previous five (5) years, or since the last evaluation.

F. The following materials shall be assembled into a WPAF.

1. A FAR covering the previous five (5) years, or since the period covered by the last evaluation.

2. SOTEs and alternative student evaluation instruments for the previous five (5) years, or since the time of the last evaluation.

3. Other materials deemed relevant by the instructional faculty member.

4. The DEC and Department Chair/Director shall jointly review the assembled file and prepare a summary report, using the format found in Appendix 7, commenting on the overall effectiveness of the faculty member's performance, outlining strengths and opportunities for improvement, specifying remedies if any, and indicating when the next review shall take place. . A copy of this report shall be given to the faculty member who shall have the right to submit a written response, which may be a rebuttal.

G. A copy of this report shall be given to the faculty member who shall have the right to submit a written response, which may be a rebuttal.

H. The WPAF, summary report and response, if any, shall be forwarded to the appropriate College Dean for review. The Dean, the Department Chair, the Chair of the Departmental Evaluation Committee, and the faculty member shall meet to discuss the contents of and any recommendations contained in the report. The report, along with a statement from the College Dean formalizing the time of the next scheduled evaluation, shall then become a part of the PAF.

I. The review process for the evaluation of tenured faculty shall be completed in accordance with the Timetable for Periodic Evaluation and Performance Review.

III. CRITERIA:

Tenured faculty members shall be evaluated in the areas of teaching, research, scholarly or creative contributions, and service to the University and community. The applicable criteria in evaluating these areas are the same as for instructional faculty subject to performance review.

IV. EXCLUSION

Members of the Department Evaluation Committee shall not participate in their own review; that is, faculty undergoing Periodic Evaluation may serve on a department evaluation committee, but must recuse themselves for their own review.

V. DELAYS IN REVIEW

Although the CBA is silent on delays in the review process, the University recognizes that unforeseen emergency situations may arise so that a delay in review is inevitable. Reasons for a delay must be serious and compelling. Requests for a delay in review must be made in writing with specific reasons stated for the delay. These requests must be submitted to the Department Chair. Delays of no more than one year may be granted except in exceptional circumstances, such as a multiple year leave of absence, when more than one year may be granted by the College Dean upon recommendation by the Department Chair in consultation with the Department Evaluation Committee.

CHAPTER 5

DEPARTMENTAL GUIDELINES FOR THE

EVALUATION OF PROBATIONARY AND TENURE TRACK FACULTY

I. OVERVIEW

Each academic department has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of teaching, research, scholarly or creative contributions, and service contained in the ***Procedures and Criteria for Performance Review and Periodic Evaluation***. These discipline-specific guidelines must strictly conform to the university-wide criteria, and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of teaching, research, scholarly or creative contributions and service.

II. GUIDELINES

The department evaluation guidelines are expected to conform to the following specifications:

A. Teaching

Departments may describe, in general terms, instructional techniques or pedagogical approaches, which are perhaps better, suited for the discipline/program.

B. Research, Scholarly or Creative Contributions

Departments may indicate which of the professional activities listed in the ***Procedures and Criteria for Performance Review and Periodic Evaluation*** are more appropriate for the discipline/program, and may suggest how best to engage in those activities to achieve professional accomplishments. Guidelines must avoid setting specific quantitative goals, since each evaluation committee must evaluate both quantitative and qualitative aspects of professional activities and achievements. Additionally, strict rank ordering of items shall be avoided, but clear

identification of the most appropriate professional growth activities is encouraged.

C. Service

Departments may indicate which service activities listed in the ***Procedures and Criteria for Performance Review and Periodic Evaluation*** may be more appropriate for the discipline/program, given rank and experience of the faculty member.

III. PROCEDURE FOR APPROVAL

Department Chairs are responsible for ensuring that the guidelines are developed, or amended, with the full participation of all tenured and tenure-track faculty in the department and in consultation with the appropriate College Dean. Guidelines and any subsequent modifications must receive, by secret ballot, approval from a majority of the Department faculty, and approval through the normal Faculty Senate process which will include a two reading vote on the floor of the Senate. Faculty Senate consideration shall be limited to determining whether or not the proposed guidelines fall within the general parameters of the Procedures and Criteria for Performance Review and Periodic Evaluation document including academic freedom in the area of research, scholarly, and creative activities.

a. Effective September 2013, newly hired tenure track faculty will use the departmental guidelines in existence at the point of hire or, if such guidelines do not exist at the time of hire, the criteria in the Procedures and Criteria for Performance Review and Periodic Evaluation document.
b. If a department has approved guidelines a faculty member may choose to use the department guidelines in existence at the time of hiring or at the time that a performance review is conducted.
c. If a department does not have approved guidelines a faculty member may choose to use the criteria in the Procedures and Criteria for Performance Review and Periodic Evaluation document at the time of hiring or at the time that a performance review is conducted.

IV. DISTRIBUTION OF GUIDELINES

Department Chairs/School Directors are responsible for distributing copies of department/school guidelines each fall to faculty involved in the review process.

For new faculty, Chairs shall both provide a written copy of the guidelines and meet with the individuals to discuss the content of guidelines.

FSD 85-187v1.R22

Approved by the Faculty Senate

_____ _____

Treadwell Ruml, Chair Date

Reviewed by the Academic Affairs Council

_____ _____

Juan Delgado, Interim Provost and
Vice President for Academic Affairs Date

Approved by the President

_____ _____

Tomás Morales Date

APPENDICES

1. FORMAT FOR FACULTY ACTIVITIES REPORT
2. FORMAT FOR JOINT ACTIVITY REPORT
3. FORMAT FOR INDEX OF ATTACHMENTS

4A. FORMAT FOR DEPARTMENT CHAIR/SCHOOL DIRECTOR RECOMMENDATION

4B. FORMAT FOR DEPARTMENT/SCHOOL EVALUATION COMMITTEE RECOMMENDATION

5A. FORMAT FOR COLLEGE DEAN RECOMMENDATION

5B. FORMAT FOR COLLEGE EVALUATION COMMITTEE RECOMMENDATION

6. FORMAT FOR UNIVERSITY EVALUATION COMMITTEE RECOMMENDATION

7. FORMAT FOR PERIODIC EVALUATION FOR TENURED FACULTY, FULL-TIME LECTURERS AND FIRST, THIRD, AND FIFTH YEAR PROBATIONARY FACULTY

8. FORMAT FOR PERIODIC EVALUATION FOR PART-TIME FACULTY: DEPARTMENT/SCHOOL EVALUATION

9. CLASSROOM VISITATION REPORT

10. STUDENT OPINION OF TEACHING EFFECTIVENESS FORM

11. TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

FACULTY SENATE MEETING, 53RD SENATE

A G E N D A

SESSION 11 – Tuesday – May 7, 2019, 2:00PM – 3:50PM, Pine Room

1. **APPROVAL OF THE MINUTES**

   1.1 Minutes for April 23, 2019 (FSM 2019.04.23)

2. **APPROVAL OF THE AGENDA**
3. **CHAIR'S UPDATE**
4. **PRESIDENT'S UPDDATE**
5. **PROVOST'S UPDATE**

6. **INFORMATION ITEMS**
   - **6.1 Minutes of EC Meeting – 4/16/19 ECM 2019.04.16 (attachment)**

Time Certain: 2:30PM

   - **6.2 CAPS Presentation – Gwendolyn Brower-Romero**
   - **6.3 Curriculum Items (attachments)**

Time Certain: 3:00PM

7. **DISCUSSION ITEMS**
   - **7.1 Faculty Professional Development Coordinating Committee – Senator Menton**

Time Certain: 3:15PM

8. **NEW BUSINESS**
   - **8.1 FAM 818.9 Missed Class Policy – Senator Fischman (second reading) attachment**
   - **8.2 FAM 820.55 Summer SOTE's – Senator Fischman (first reading) attachment**
   - **8.3 FAM 652.2 Explanations - Senator Chen (first reading) attachment**
   - **8.4 FAM 652.2 Evaluation of Lecturers – Senator Chen (first reading) attachment**
   - **8.5 FAM 652.1 Revision: Evaluation of Tenure-Line Faculty – Senator Chen (first reading) attachment**

9. **OLD BUSINESS**

10. **COMMITTEE REPORTS**
    - **10.1 EPRC**
    - **10.2 FAC**
    - **10.3 Q2S**
    - **10.4 WSCUC**

11. **STATEWIDE ACADEMIC SENATOR'S REPORT.**

12. **SENATORS' REPORTS/INCLUDING ASI PRESIDENT'S REPORT.**

13. **DIVISION REPORTS**
    - **13.1** Vice President for Information Technology Services
    - **13.2** Vice President for University Advancement
    - **13.3** Academic Affairs/Deans' Reports

13.4 Vice President for Administration and Finance
13.5 Vice President for Student Affairs